



Academic Professional Track Faculty Promotion Workshop

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Academic professional track titles



- Lecturer/Senior Lecturer
- Instructional Assistant/Associate/Professor
- Clinical Assistant/Associate/Professor
- Research Assistant/Associate/Professor
- Executive Assistant/Associate/Professor
- Assistant/Associate/Professor of the Practice

What do you need to accomplish?



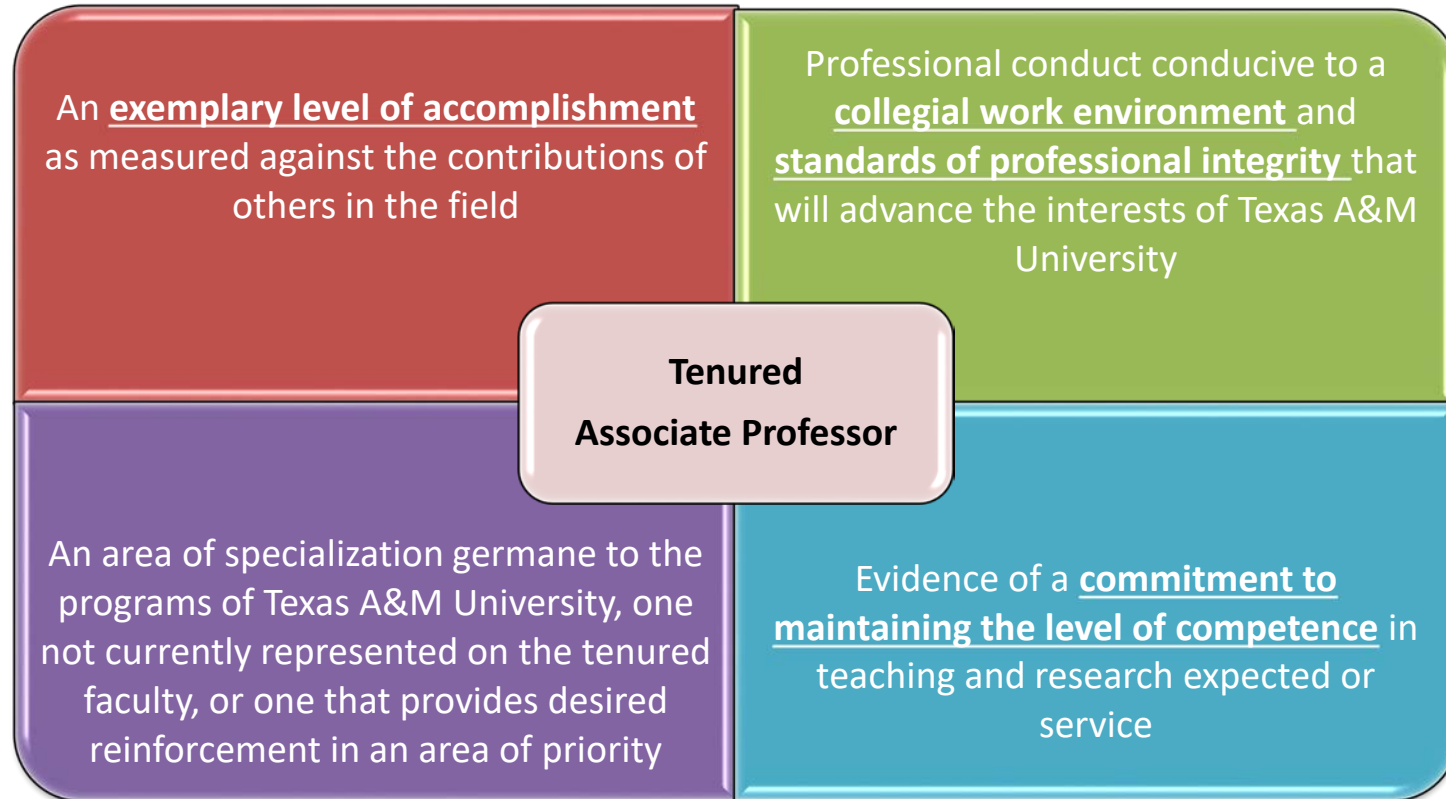
How do you know the expectations for promotion?

- Understand/know guidelines for your specific track
- Guidelines are college and/or department specific
 - Some departments have time limits (clock) others don't
 - Some departments have mid-term reviews other don't
- During annual evaluation discuss with your department head where you stand in your progress towards promotion

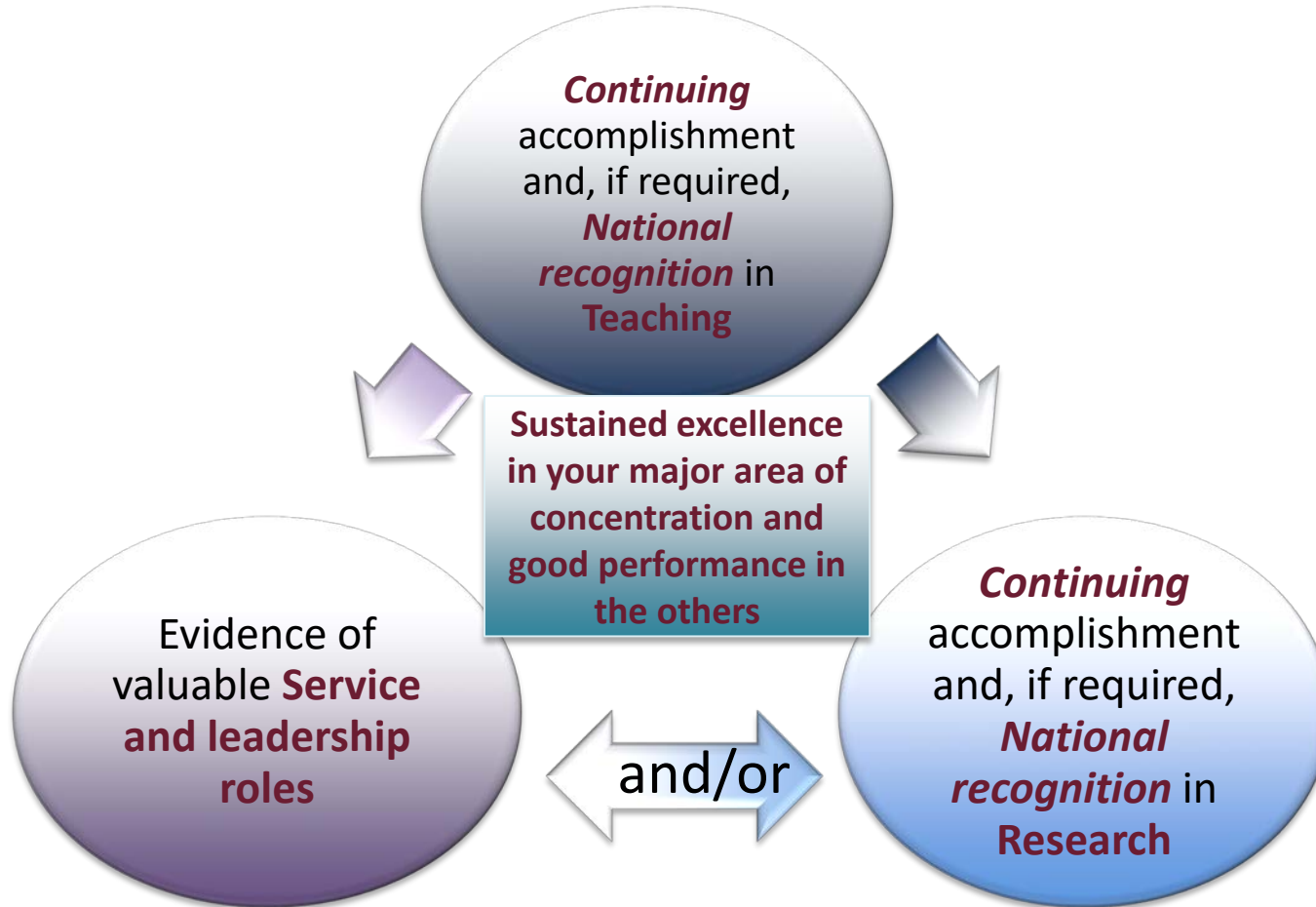
How do you know the expectations for promotion?

- If you want to be considered for promotion your dossier must be put forward
 - It is recommended that you discuss your promotion first with department head and other senior faculty members

Assistant to associate professor



Associate to professor



Evidence for Teaching Impact:

- ***Suggested by SAP***
- ***Required components 2017-2018 Guidelines***
- ***Best Practices based on individual interests or program shared vision***

Research or Scholarly

- Quality Publications
 - Leading refereed journals
 - reputable book publishers
- Editing a scholarly book
- Major research or fellowship awards
- Citation of publications
- Research or Scholarship Awards
- Juried works of creative activities
- review panel service
- Invited (inter)national presentations
- Significant external peer-reviewed research funding
- publications with teaching focus in leading journals
- Public activity in performing or diverse arts
- Significant self-development activities, such as Faculty Development Leave that improves research effectiveness

Teaching

- Peer-evaluation
- Student Satisfaction
- Student Outcomes
- Teaching Awards
- Publication of Instructional Materials
- Essential Course Development
- Direction of Graduate Students
- Invited teaching at peer or better institution
- student nominated award
- student professional development and mentoring
- significant advising
- teaching grants
- continuous improvement
- service as a course coordinator
- Member of graduate committees
- graduate student publications
- graduate student placement in industry or academia
- Significant self-development activities that lead to enhanced teaching effectiveness

Service

- Officer in a (inter)national professional organization
- Serving as a program chair at a (inter)national meeting
- Governmental commission
- TAMU administrative role
- Editor or member of editorial board for a major journal
- Reviewer journals and grants
- Officer on Faculty Senate
- Chairing a major standing or ad hoc TAMU committee
- Evidence of professional service to local community or public, including clinical work and extension service
- Committee chair in (inter)national professional organization
- Advising a student organization
- Departmental service
- Significant self-development activities that lead to enhanced service effectiveness

Required Peer Evaluation components:

Based "Teaching Report" on pages 13-14:

- 1. Evidence***
- 2. Student ratings***
- 3. Contributions to unit***



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**PROMOTION AND TENURE
PACKAGES**

**Submission Guidelines
2017-2018**

Peer Review of Teaching

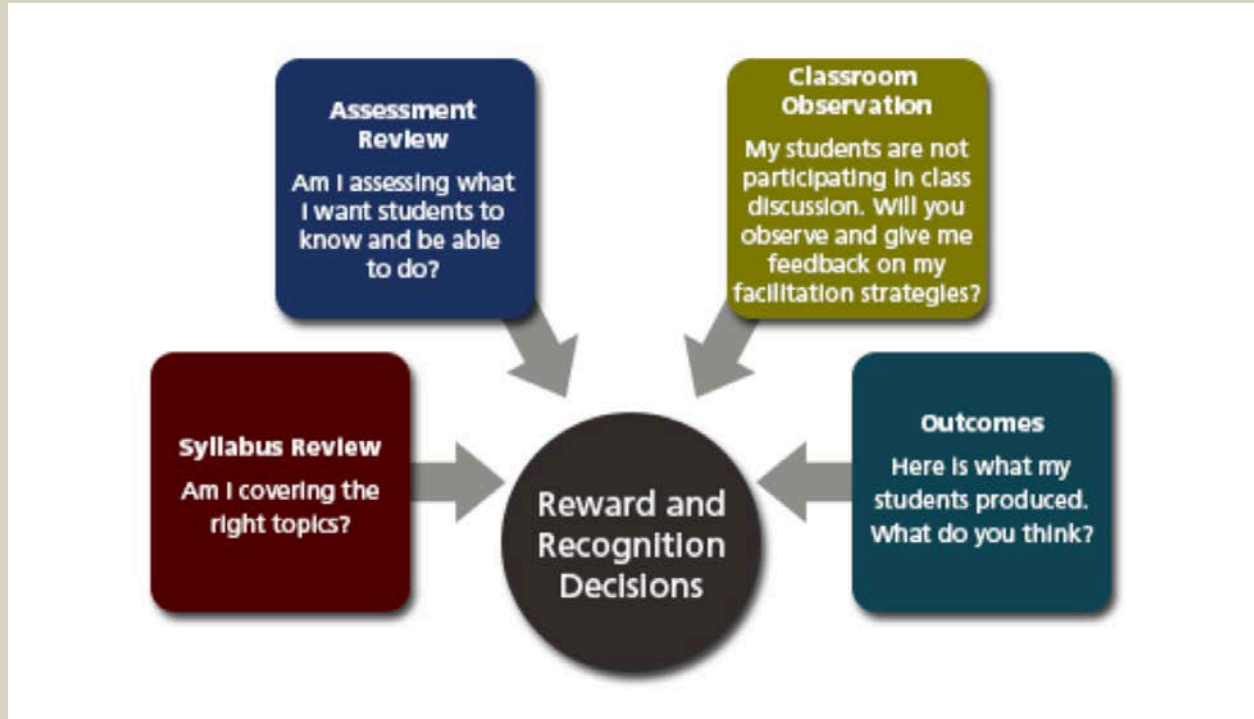
TO IMPROVE (formative)

- Informal (but intentional)
- Ongoing
- Detailed (zoom-in)
- Individual
- Private

TO RECOGNIZE & REWARD (summative)

- Formal
- Specific points in time
- General (zoom out)
- Comparative
- Public

Peer Review of Teaching



Required Peer Evaluation components:

Based "Teaching Report" on pages 13-14:

Evidence

- *Syllabi*
- *Assignments*
 - *Instructions and rubrics*
 - *Student work*
- *Exams*
- *Grading methods (e.g. rubrics)*

- *Classroom observation (NOT REQUIRED)*



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2017-2018**

Required Peer Evaluation components:

Based "Teaching Report" on pages 13-14:

Student ratings

- *Commented by peer*
- *Tabular chronological summary*
- *Set in the context of unit standards and norms*
 - *Make appropriate comparisons*
- *If non-numeric, summary and analysis of verbal responses across multiple years*



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**Submission Guidelines
2017-2018**

Required Peer Evaluation components:

Based "Teaching Report" on pages 13-14:

Contributions to unit

- direction of GR and/or UG research
- student development programs
- curriculum development
- development of new courses
- substantial revision of existing courses
- pedagogical publications, textbook and other instructional materials
- honors programs
- awards for distinguished teaching or teaching-related activities



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PACKAGES**

**Submission Guidelines
2017-2018**

Best Practices to demonstrate teaching impact

- ***Arrange EARLY formative assessment and/or consultation (CTE)***
- ***Regular Teaching Professional Development (CTE and ITS)***
- ***Keep a teaching portfolio***
 - ***Regular evidence-based reflection over time***
 - ***Capturing rationale and context for evolution***
- ***Scholarship of Teaching and Learning***
 - ***Investigating the evidence-based teaching literature in your discipline or for the approaches you favor***
 - ***Can you contribute scholarship?***
 - ***Presentations at teaching focused meetings***
 - ***Publications***

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at Texas A&M
University
@TAMUfacultydev

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Research/Scholarship/Creative Work



Creation and dissemination of new knowledge or other creative activities:

- **Publications**
 - Books
 - Peer reviewed articles
 - Peer reviewed Conference Proceedings
 - Book chapters/Review articles
- **Creative work**
 - Music composition
 - Play, poetry, novel
 - Painting, sculpture
 - Design
- **Conference Presentations**
- **Grants/Fellowships**
- **Interdisciplinary research**
- **Collaborations**

Research /Scholarship/ Creative work

- Know the expectations:
 - Familiarize yourself with department/college guidelines and criteria
 - Ask mentors, colleagues and DH
 - Publications, grants, graduate students, second project
- Set aside time for scholarship
- Write every day – if only one hour

Indicators of outstanding merit in Research/ Scholarship/Creative Work



- Publications in leading refereed journals
- Receiving major fellowship or research award
- Frequent citation of publications
- Publication of scholarly book(s) by reputable publisher(s)
- Awards for, or publication of, peer reviewed creative activities
- Juried works in creative activities
- Serving as a member of review panel for national research organization
- Presentation of invited papers at international and national meetings
- Receiving significant external peer-reviewed funding for research
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in research)
- Publications with teaching focus in leading refereed journals
- Evidence of creative professional practice

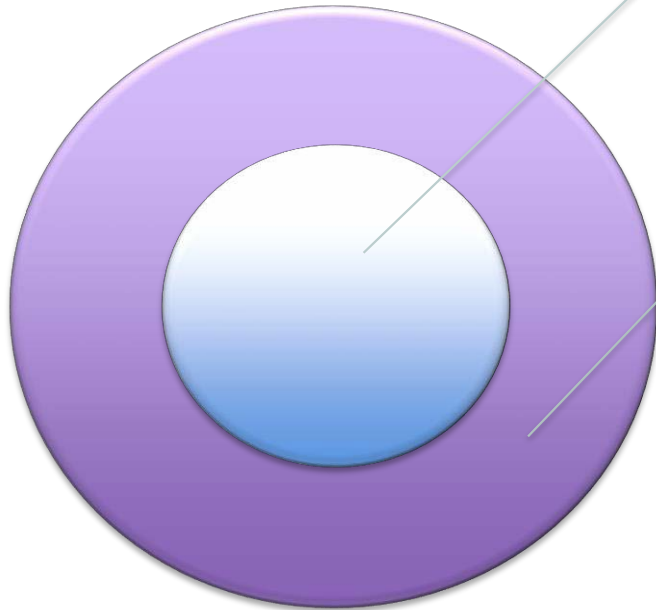
Indicators of merit in Research/ Scholarship/Creative Work

- Publication of scholarly book(s)
- Publications in refereed journals
- Publication of a chapter in a scholarly book
- Editing a scholarly book
- Presentation of papers at national or international meetings of appropriate disciplines
- Publications in non-refereed but widely recognized journals
- Continued public activity in plastic, performing or diverse arts
- Significant self-development activities that lead to increased research and publication effectiveness
- Publications in refereed journals resulting from collaborative efforts with researchers in other fields
- Publications with teaching focus in refereed journals

Research /Scholarship/ Creative Work

- Demonstrate **Impact**
 - Invitations to speak/task forces/panels
 - *Ad hoc* reviewer or grant panel member
 - *Ad hoc* reviewer or editorship
 - Patents/Technology commercialization
 - Exhibitions
 - Book reviews
 - Plays
 - Citations
 - h-index
- Provide context for your discipline

Service



Service to the institution, to students, colleagues, department, college, and the university

Professional societies, research organizations, editorial boards, review panels, governmental agencies, the local community, and the public at large

Service

- Service helps **YOU** build a career (network)
- Take on tasks of interest to you
 - Department
 - College
 - University
 - Community/Extension
 - Professional
 - Build your network
- Be selective, choose before being asked
- Demonstrate the **IMPACT**

Indicators of outstanding merit in Service

- Serving as editor or member of editorial board of a major journal (This activity *per se* is considered service; however, being selected as editor or member of an editorial board can also be used as an indicator of the recognition of impact and quality of the scholarly activities)
- Being an officer in a national or international professional organization
- Serving on a major governmental commission, task force, or board
- Serving an administrative leadership role at Texas A&M University
- Serving as program chair or in a similar position at a national or international meeting
- Serving as an officer in the Faculty Senate
- Chairing a major standing or ad hoc Texas A&M University committee
- Evidence of excellence in professional service to the local community and public at large, including required clinical work or extension service

Indicators of merit in Service

- Service as a reviewer for major refereed journals or as an ad hoc reviewer for national research organizations (This activity *per se* is considered service; however, being asked to serve as reviewer can also be used as an indicator of the recognition of impact and quality of the scholarly activities)
- Being a committee chair in national or international professional organization
- Being an officer in regional or state professional organization
- Serving as program chair or similar position for regional or state professional organizational meeting
- Serving as an active member of the Faculty Senate
- Serving on University, college, and department committees and task forces
- Serving as consultant
- Being an advisor to student organizations
- Serving in administrative roles within the department
- Evidence of professional service to the local community and public at large, including required clinical work or extension service
- Significant self-development activities that lead to enhanced service effectiveness

Feedback is important



Midterm Review

Annual Reviews

Peers & Mentors

How do I know I'm ready?



- Seek feedback
- Seek constructive feedback
- Seek constructive accurate feedback from various sources
- Identify gaps and develop a plan to achieve goals

The process

Early Fall
2018

Department

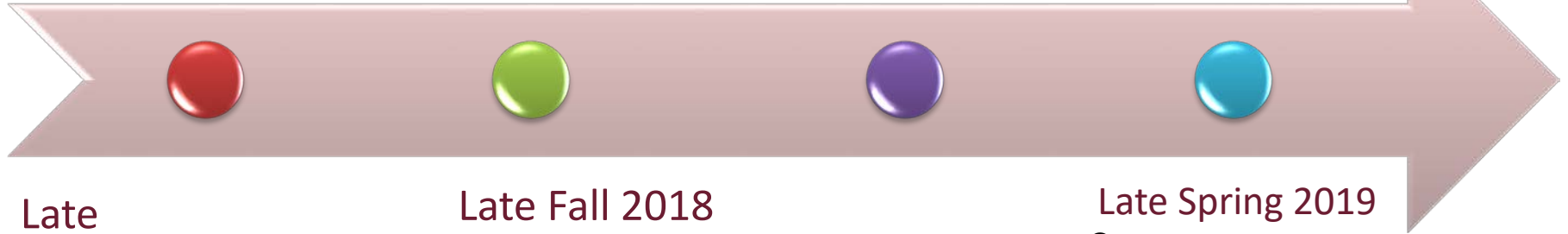
- P&T Committee
- Head

Early Spring
2019

University

- Provost
- President

September 1, 2019



Late
Spring
2018

Late Fall 2018

College

- P&T
Committee
- Dean

Late Spring 2019

System

- Board (tenure)



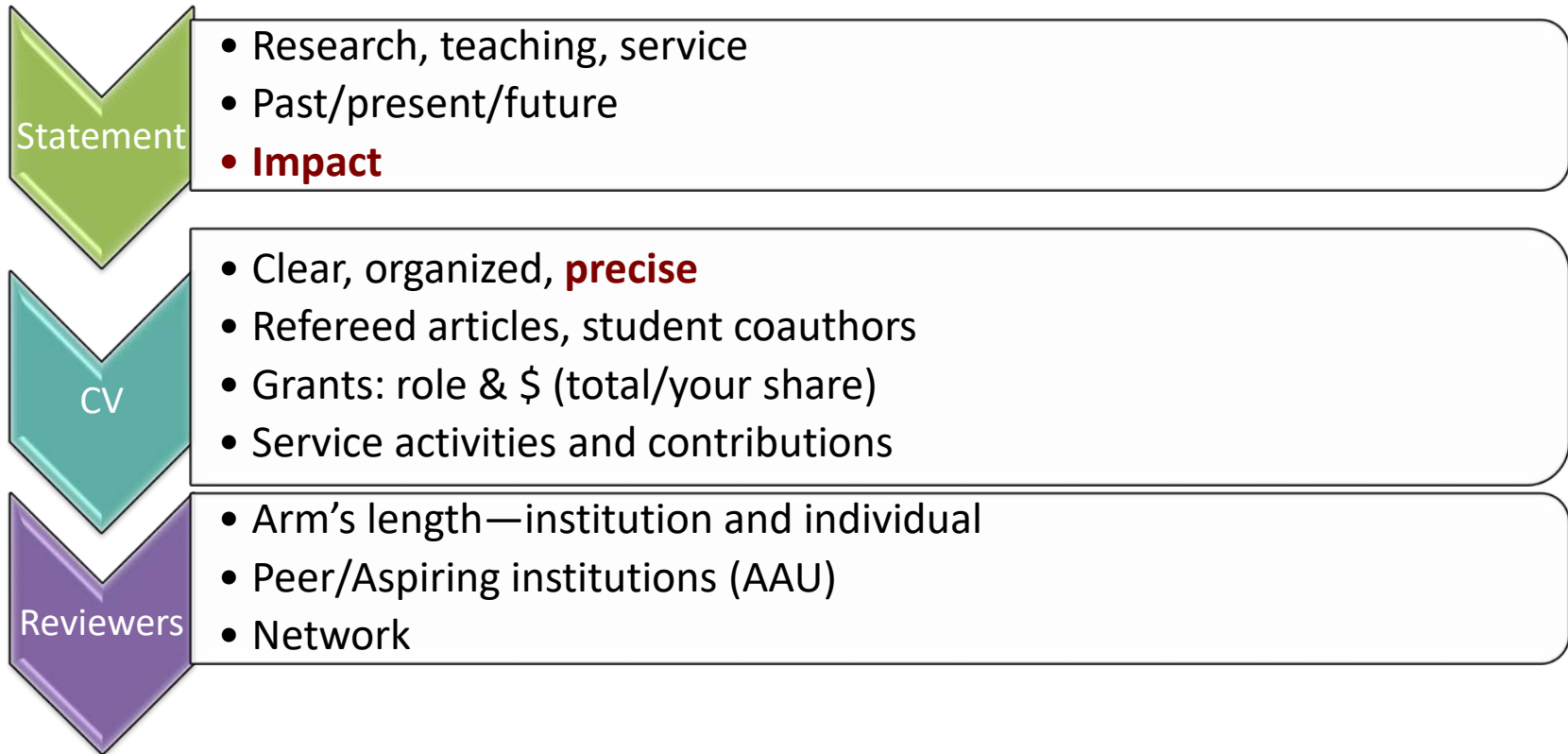
Candidate Dossier

You have control of your dossier



- Make your own best case
- State your own **IMPACT**
- Do not assume your case is obvious
- Address clearly any negative issues
- Make your own arguments, do not rely on others

Take control of your dossier!



Statement

- Written by the candidate
- Explain the quality, and **impact** of your teaching, research/scholarly work and service accomplishments, as per assigned duties
- Each of the three areas should be individually addressed
- Keep jargon free and readable
- Three typed pages (maximum)

Curriculum vitae

- The CV should be concise and padding should be avoided
- List refereed publications separate from not refereed
- Items that have been accepted but not yet published should be properly labeled
- Items that have been submitted but not yet accepted should be clearly separated and marked as such to demonstrate what is on the pipeline
- It may be important to list grants submitted and not funded, and their scores

Curriculum vitae

- Clearly designate your undergraduate and graduate students, and post-docs who are co-authors
- Describe authorship protocols within your discipline, specially the order of authors, and your contribution as co-author if you are not the lead author
- Be accurate about reviewing duties and service duties, etc.
- Annotate your CV, as needed, to highlight impact of your work, and your contribution

Curriculum vitae



- Teaching
 - High impact/transformational teaching
 - Writing/communication intensive courses
 - Study abroad
 - Undergraduate research
 - Use of innovative pedagogical approaches
 - Student evaluations
 - Text books/teaching materials
 - Curriculum design/re-design

Letters

- Varies by:
 - Department
 - College
 - Title
- Some require external letters
- Others require internal letters

Notifying candidates and withdrawals

- Candidate are notified at **EACH** step
- You can withdraw anytime, if not, goes all the way to the president who makes final decision

Documents submitted by candidate



- Candidate's statements on teaching, research and/or other scholarly, creative activities and service
- Candidate's CV
- Grants summary chart
- Verification of contents statement
- Faculty biography
- Faculty summary data table (must be reviewed by department for accuracy)

Biography

- 200 words or less
- Written by the candidate
- Submitted as word document
 - Focus areas for teaching
 - Notable accomplishments related to teaching (2 sentence max.)
 - Teaching awards or honors (if applicable)
 - Focus areas for research/scholarship
 - Notable accomplishments related to research, scholarship, and creative activity
 - Research awards and honors (if applicable)
 - Patents/technology commercialization

Recommendations



- Be familiar with your department/college guidelines
- Be familiar with the DOF submission guidelines
- Remember “**IMPACT**”
- See dof.tamu.edu for forms and templates

2017-18 P&T

	TAMU	TAMUQ	Total	%
ALL Candidates	167	8	175	
Yes	155	8	163	93%
ALL Tenure Candidates	55	3	58	
Yes	52	3	55	95%
T&P	51	3	54	
Yes	48	3	51	94%
Tenure Only	4	0	4	
Yes	4	0	4	100%
Promotion Only (TT)	65	1	66	
Yes	59	1	60	91%
Promotion Only (APT)	47	4	51	
Yes	44	4	48	94%

2017-18 P&T

	TAMU	TAMUQ	Total	%
Men	96	6	102	
Yes	86	6	92	90%
Women	71	2	73	
Yes	69	2	71	97%
White	107	5	112	
Yes	103	5	108	96%
Hispanic	11	0	11	
Yes	9	0	9	82%
Asian	47	3	50	
Yes	41	3	44	88%
African American	2	0	2	
Yes	2	0	2	100%



Thank you!

